



The importance of the Matthew effect

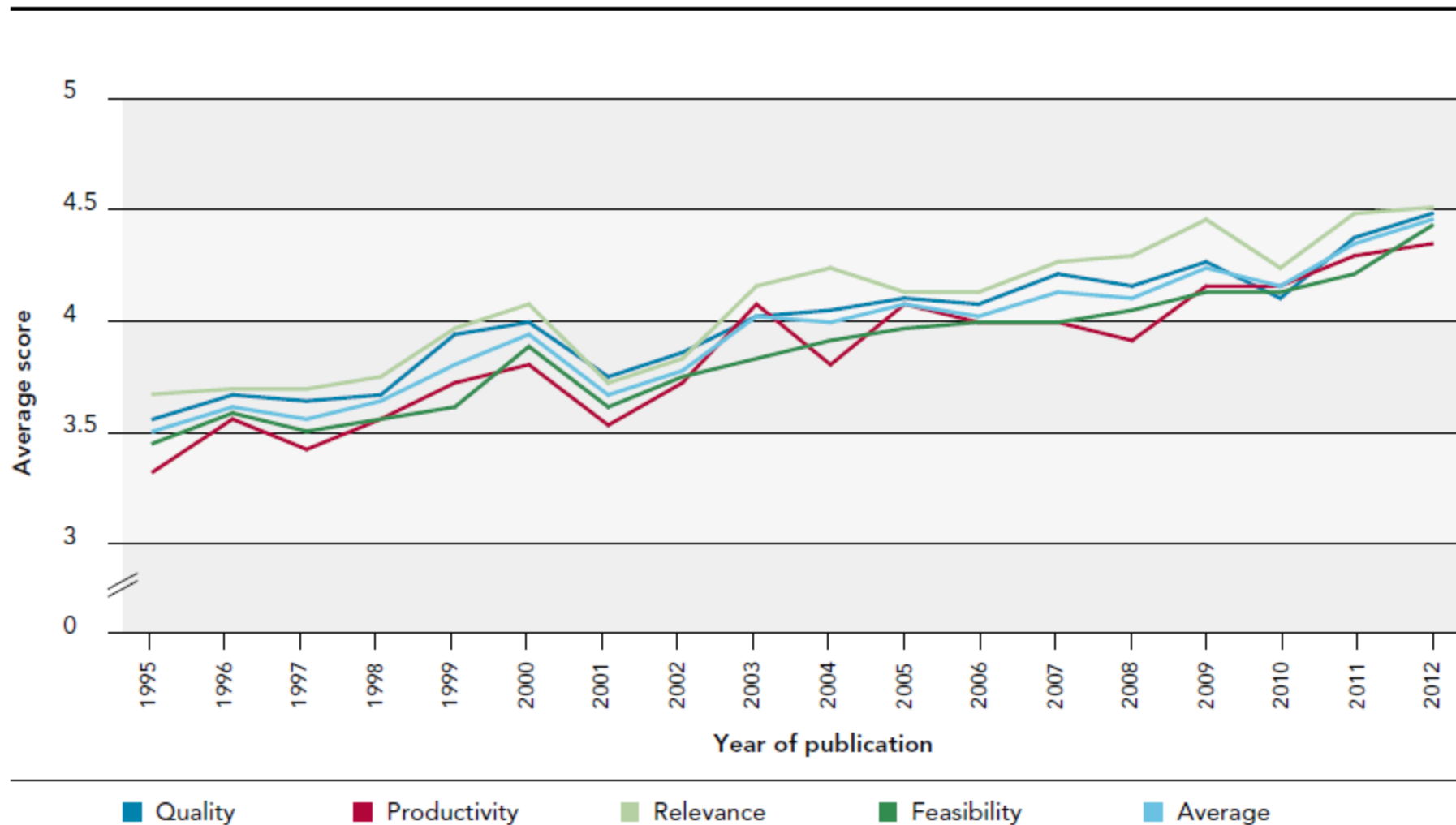
Or: Why do we need excellent universities?

WTMC annual conference 2014

Some observations on the Dutch HE sector

- 42 universities in the Netherlands, in three blocks.
 - 38 teaching universities who get less money per student because the students are less talented
 - 13 are research universities, and get more money per student for education because they are more talented
 - 1 is an open university.
- Current system promotes quality but not excellence
 - Current evaluation system will mark all research as “excellent” in 2025.

Figure 3 Average score by criterion and year



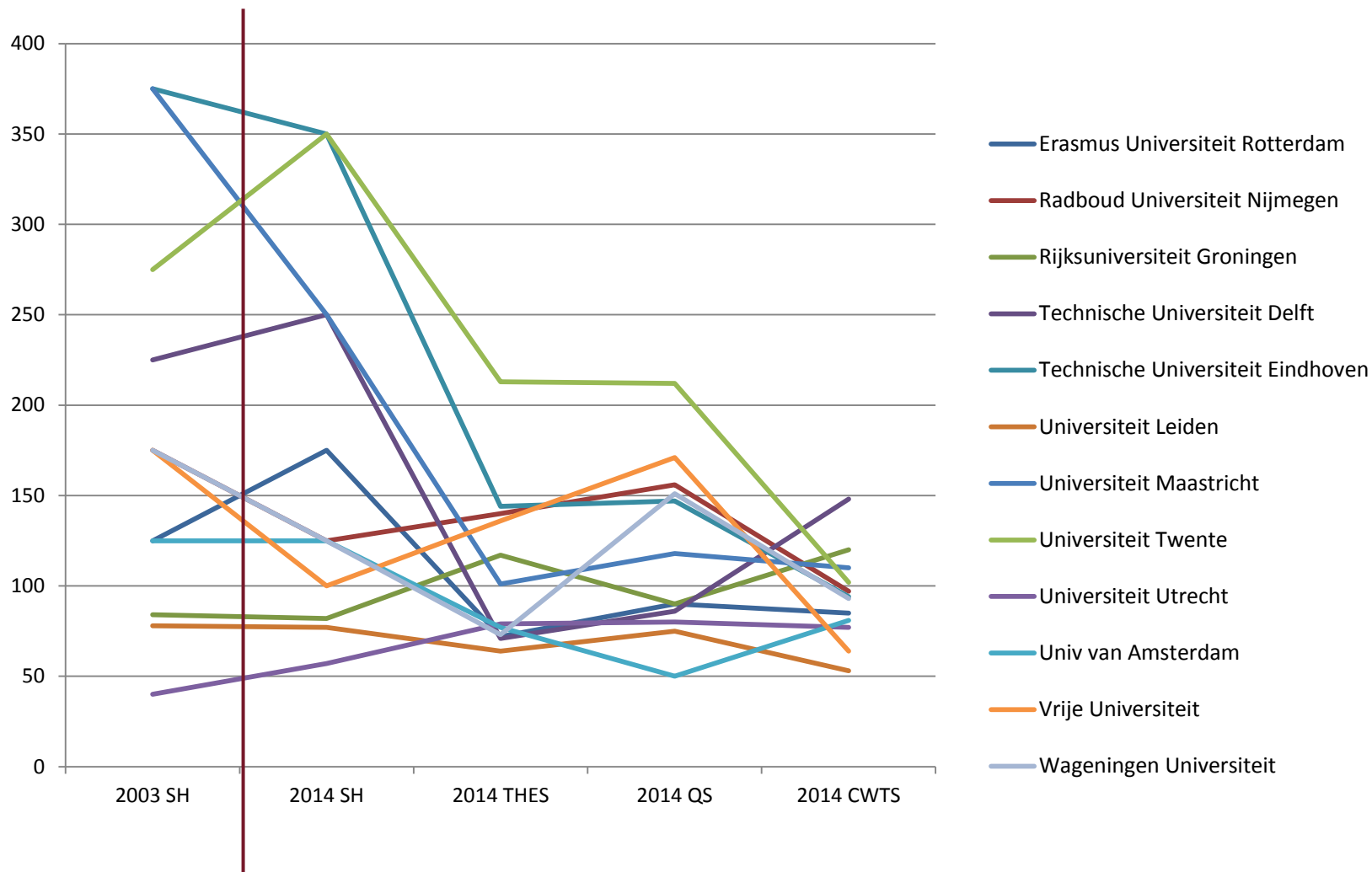
Source: PER Base (CHEPS and Rathenau Instituut)

Rathenau Instituut

technology de sc

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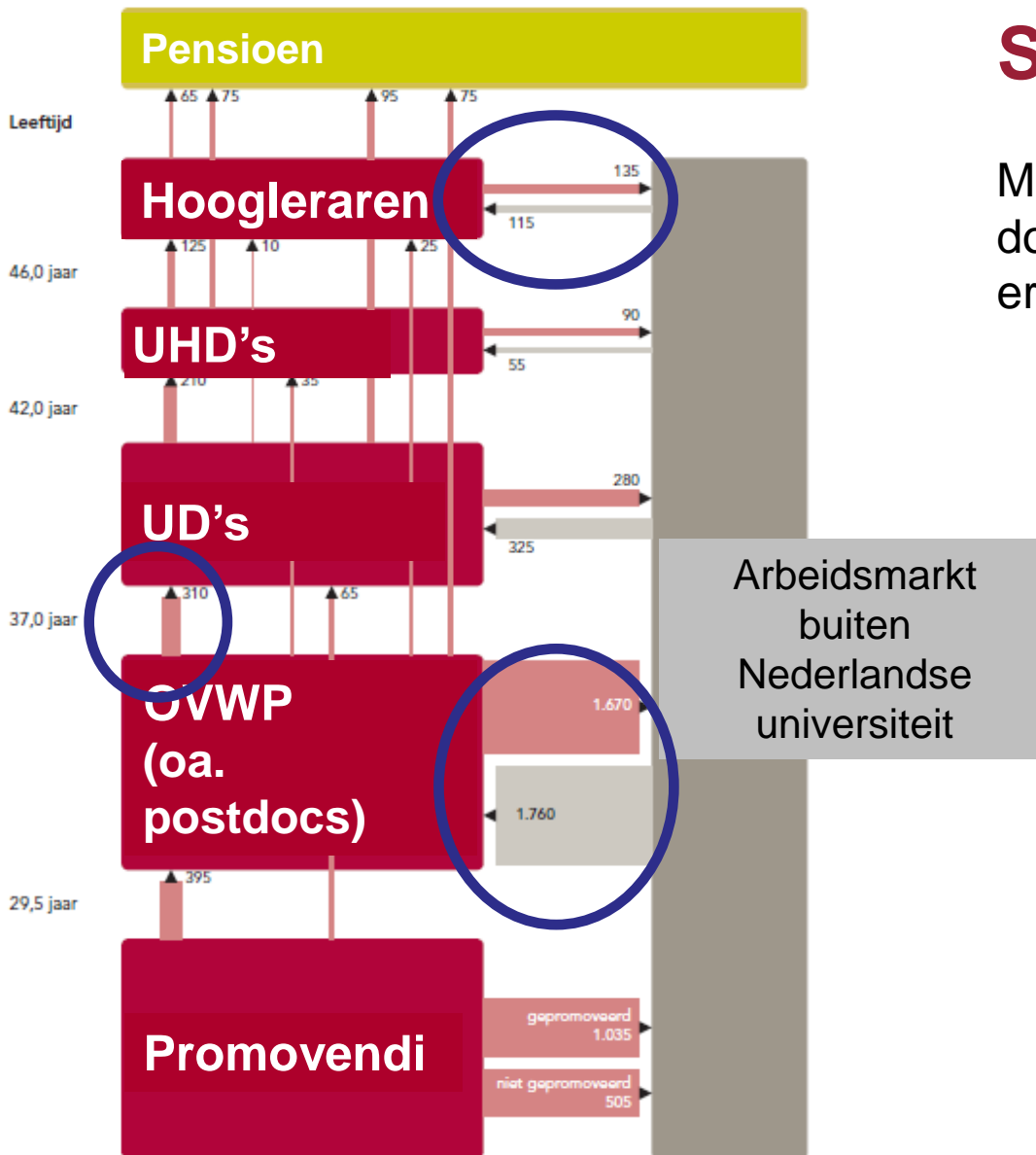
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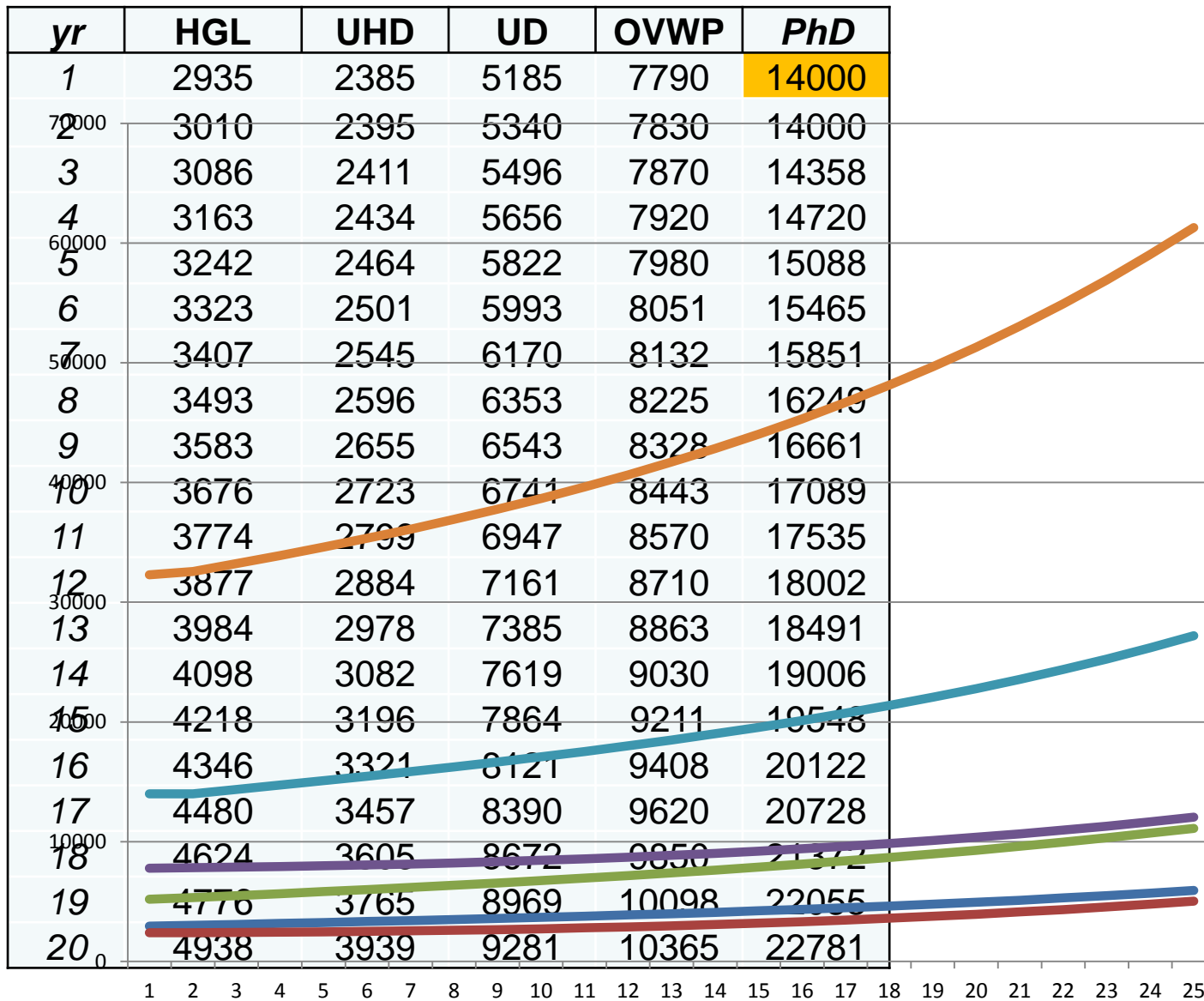
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 - Academic career model creates similar incentives, creates one model of a successful researcher, and assumes that system is growing

Figuur 3 Belangrijkste arbeidsmarktbewegingen, gemiddelde per jaar in aantal personen (periode 2003-2011)³



Stabiel?

Met omvang van functie, in, uit en doorstroom kunnen we zien wat er gebeurt als we niets doen.



- professor
- UHD
- UD
- overig wp
- PhD
- totaal



Scenario's of the future for universities

- Driving forces that may change the contexts in which universities have to operate in 2025
- Two uncertainties:
 - Do universities operate in public or private value networks
 - Is the access to critical resources competitive or non competitive

National solidarity



Society emphasises public value of education and research

European variation



A hyper-competitive environment in which competitive advantages are highly volatile

A stable environment with little competition



Knowledge is seen as a private commodity



International selection

Rathenau

Regional power



Scenario's of the future for universities

- Driving forces that may change the contexts in which universities have to operate in 2025
- Two uncertainties: public or private value network | critical resources competitive or non competitive
- One scenario is nationally oriented ,
- Three of them imply a different geographical space in which we think universities operate, and different contextual logics.
 - Consequently: we have to develop other models of universities as the national university we now think of: a university flourishing on national funding to educate national students and help national industry, government and society.

So why do we need two really excellent universities?

- Because we can't have thirteen, though we tried for the last 25 years,
- Because society is in need of more university models than the two we now have in the Netherlands
- Because the possibility of Europeanisation and globalisation makes it risky for the Netherlands not to have excellent universities.
- Because going for one, makes that one lazy.
- And of course we keep another 40 universities that are perform very good in multiple ways.